Syllabus is Subject to Change

SOCI 306/SWGS 324: Sociology of Gender

Spring 2013
Meeting time: 9:25AM- 10:40AM
Location: 303 Sewall

Instructor: Dr. Robin Paige
Email: robin.paige@rice.edu
Office: 372 Sewall Hall
Office Hours: Tues & Thurs 2:30 – 4pm

"I myself have never been able to find out what feminism is; I only know that people call me a feminist whenever I express sentiments that differentiate me from a doormat or a prostitute." - Rebecca West

Course Description: This course focuses on the sociological study of gender as a basic organizing principle of social life. Gender is fundamental to how we define ourselves as individuals as well as how society is structured and organized. In this class we examine how gender is socially constructed and how these constructions affect self-identity, interpersonal interactions, social institutions, and inequality in society. Gender is among several constructs of difference that pattern the lives of individuals, therefore we will examine the intersections of gender, race, class, and sexuality over the semester.

Required Books and Materials: The following books are available at the campus store and most Internet booksellers (*be sure to get the correct edition if you buy on the Internet*).

- Kimmel, M. S. (2009). *The gendered society*. New York: Oxford University Press. Fourth Edition. (GS)
- Pascoe, C. J. (2012). *Dude, you're a fag : masculinity and sexuality in high school*. Berkeley, Calif.: University of California Press.
- Readings available on Owlspace

Readings: Readings are assigned to prepare you for the upcoming lectures and discussion section. It is your responsibility to do the assigned readings on your own **BEFORE** class so you are familiar with the topics and issues being discussed. All lectures and in-class activities will be based on the assumption that students have completed the readings assigned up to that date.

Course Requirements: <u>You must complete ALL of the following assignments to pass the class**</u>**

- **Midterm & Final Exam (40% of grade):):** a midterm and final exam will be assigned that covers the course readings, films, and lecture material.

- **Mini Research Projects & Papers (40% of grade)**: Over the course of the semester you will engage in three small research projects exploring gender. Each research project will be worth 15% of your final grade and will require a 3-4-page paper and a short class presentation/discussion. The guidelines for these research projects will be passed out in class.

- **Forum Discussion Questions (10%):** You will submit discussion questions on the class readings and/or films for most class meetings. Your discussion question must be submitted on Owlspace no later 5pm the night before the next class meeting.

- **Class Participation (10% of grade)** – This class is highly interactive. Your regular attendance, preparation, and active participation in the course is required and expected.

Grades for the course will be determined as follows: I do not grade on a curve. I am happy to give everyone an A if everyone does A-quality work.

The grading scale is as follows:

A+ 99-100	**C+ 77-79**
A 93-98	**C 74-76**
A- 90-92	**C- 70-73**
B+ 88-89	**D+ 67-69**
B 84-87	**D 64-66**
B- 80-83	**D- 60-63**
F 59 and below	

A range *Excellent work.* Demonstrates superior ability to creatively and appropriately organize and express ideas, and provides a comprehensive and thoughtful response to all assigned questions.

B range *Good work*. Demonstrates good organization and expression of ideas, and provides a solid response to all assigned questions.

C range *Fair work.* Demonstrates moderate skill in organization and expression of ideas, and provides an acceptable response to all assigned questions.

D-F range *Marginal to Unacceptable work.* Demonstrates little to no clear ability to organize and express ideas in an understandable manner, and provides an incomplete response to some or all of the assigned questions.

Statement on Special Needs:
Any student with a documented disability needing academic adjustments or accommodations is requested to speak with me during the first two weeks of class. All discussions will remain confidential. Students with disabilities will need to also contact Disability Support Services in the Ley Student Center. If you have any temporary or long-term special needs (academic, physical, personal) please contact me during my office hours or after class. Do not wait till the last minute to inform me of a problem, as it will be more difficult personal situation occurs let me know as soon as possible. I am supportive and understanding of most situations (I respect your right to privacy, so details are not a requirement to find a way to work it out.)

Policy on Due Dates and submission of assignments: All assignments are due on the date/time specified on the assignment instructions. Assignments are required to be submitted in the manner outlined on the assignment instructions – no other submissions will be accepted unless mutually agreed upon ahead of time. For each calendar day an assignment/paper is late the student will lose one full letter grade from the grade assigned to the student's work. **No late assignments/papers will be accepted after two days**. It is

the student's responsibility to be aware of these dates. **Note: In class assignments can not be turned in late.*

Student Responsibilities:

- **Course Etiquette:** The success of a large class depends on everyone's cooperation. Actions such as arriving late, leaving class early, talking to friends, making/receiving phone calls, and surfing the web, checking email, or other non-course materials are disruptive, distracting, and unacceptable. Do not shuffle papers or pack up your things until I have dismissed the class – it is extremely rude and will not be tolerated. Students should let the instructor know if they are having difficulties reaching class on time or if they need to leave class early. ***All cell phones are to be turned off or put on vibrate during class.*** Course grades will be affected if students persist in disruptive activities without an explanation. Students will be asked to leave the classroom if their behavior disturbs others.
    - ***NOTE:*** *Students will be required to leave class under the following circumstances: Arriving late, talking on or texting on cell phones, sleeping, using laptops for purposes other than note taking, and/or doing homework for other classes.*

- **Attendance and Participation:** *"Eighty percent of success is showing up."* - *Woody Allen*
    - While attendance will not count for 80% of your grade, it will be difficult to be successful in this class without regular attendance and participation.
        - If you are absent it is your responsibility to keep up to date with course material and due dates. Please do not email me and ask me if you "missed something important" during your absence. As you can imagine, all of what I present in class is important to me.
    - This class requires a high level of interaction and engagement with your fellow students and me. Opinions and class debates are encouraged, but I ask that students provide well informed arguments preferably related to class materials (by doing this we avoid getting into debates based solely on emotion).As a participant in the course, you are expected to respect the ideas and opinions of others even if you do not agree with them. Some of the lectures, readings, and discussions in this class may challenge your own beliefs and ideas. Therefore, you should be prepared to have an open, engaged mind.

- **Academic Integrity:** You are responsible for your own work. If you are questioning whether you have documented or cited your sources properly, it is your responsibility to see me about these issues prior to submitting an assignment. If you find yourself thinking about submitting work that is not your own due to pressure, frustration, or any other reason, please talk with me. I am here to help you resolve these issues before they could negatively affect your academic career. Misrepresenting your work will not be tolerated in this class. Students are expected to exercise academic honesty and integrity. Violations such as cheating and plagiarism will result in an F for the assignment and further disciplinary action that may include recommendation for dismissal.
    - **Honor Code:** Students are expected to abide by the Rice Honor System (http://honor.rice.edu/). Violations include, but are not limited to, cheating on exams, having unauthorized possession of an exam, and submitting the work of another person as your own (aka, plagiarism). When in doubt about what constitutes academic dishonesty, please ask! Ignorance of this policy is not an acceptable excuse for noncompliance.

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Week One: Introductions & What is the Sociology of Gender?

1/8 Tuesday: First class meeting

1/10 Thursday Readings:

- Chapter One, Human Beings: An Endangered Species (GS)
- Lorber, J. (2005). "Chapter One: Framing the Issues" in *Breaking the bowls : degendering and feminist change*. New York: W.W. Norton. (on Owlspace)

Week Two: Understanding Gender: What does it mean to be a man or a woman?

1/15 Tuesday Readings:

- Chapter Two, Ordained by Nature (GS)

1/17 Thursday Readings:

- Chapter Three, Spanning the World (GS)
- Film: Kate Davis. (2001). *Southern Comfort*. (on Owlspace)

Week Three: The Social Construction of Gender & Doing Gender

1/22 Tuesday Readings:

- Chapter Five: The Social Construction of Gender Relations (GS)
- MESSNER, M. A. (2000). BARBIE GIRLS VERSUS SEA MONSTERS: Children Constructing Gender. *Gender & Society*, *14*(6), 765–784. (Owlspace)

1/24 Thursday:

- *Research Project #1: Doing Gender in the Toy Aisle*
- McIntosh, P. (1988). White privilege: Unpacking the invisible knapsack. *Race, class, and gender in the United States: An integrated study*, *4*, 165–169. (Owlspace)

Week Four: Gender Socialization and Gender Roles: Learning to be a Girl or a Boy

1/29 Tuesday Readings:

- Chapter 7: Gendered Classroom (GS)
- Fitzpatrick, Laura. (n.d.). The Gender Conundrum. - TIME. Retrieved December 8, 2012, from http://www.time.com/time/magazine/article/0,9171,1682256,00.html (Owlspace)

1/31 Thursday Readings:

- Pascoe, C. J. (2012). *Dude, you're a fag : masculinity and sexuality in high school*. Berkeley, Calif.: University of California Press.

Week Five: Young Men (and Women) Doing Masculinity and Sexuality

2/5 Tuesday Readings:

- Pascoe, C. J. (2012). *Dude, you're a fag : masculinity and sexuality in high school*. Berkeley, Calif.: University of California Press

2/7 Thursday Readings:

- Pascoe, C. J. (2012). *Dude, you're a fag : masculinity and sexuality in high school*. Berkeley, Calif.: University of California Press.

Week Six: Gendered Media

2/12 Tuesday Readings:

- Chapter Ten: The Gendered Media (GS)
- Cikara, M., Eberhardt, J. L., & Fiske, S. T. (2011). From agents to objects: Sexist attitudes and neural responses to sexualized targets. *Journal of Cognitive Neuroscience*, *23*(3), 540–551. (Owlspace)

2/14 Thursday Readings:

- *Research Project #2: Valentine's Day and Social Construction of Gender*
- Film: *Still killing US Softly 3*. (2002). Northampton, MA: Media Education Foundation. (Owlspace)

Week Seven: Gendered Sexualities

2/19 Tuesday Readings:

- Chapter Twelve: Gendered Bodies pgs 358-379 (GS)
- Tanenbaum, Leora (2004). "Slut! Insult of Insults" in Stombler, M. *Sex matters : the sexuality and society reader*. Boston: Pearson A and B. (Owlspace)

2/21 Thursday:

- *Film: Kevin Smith. (1999.)* ***Chasing Amy*** *(Owlspace)*

Week Eight: 2/25-3/1 Spring Break

Week Nine: Gendered Bodies

3/5Tuesday Readings:

- Chapter Twelve: Gendered Bodies pgs 339- 357 (GS)

3/7 Thursday Readings:

- If Men Could Menstuate by Gloria Steinem. (n.d.). Retrieved December 8, 2012, from http://www.haverford.edu/psych/ddavis/p109g/steinem.menstruate.html (Owlspace)

- Martha McCaughey, "Fleshing Out the Discomforts of Femininity: The Parallel Cases of Female Anorexia and Male Compulsive Bodybuilding," in Eds. Jeffery Sobal and Donna Maurer *Weighty Issues* (Owlspace)

Week Ten: Gendered Intimacies

3/12 Tuesday: Midterm Exam due on Owlspace (no class meeting)

3/14 Thursday Readings:

- Chapter 11: Gendered Intimacies (GS)
- "Simmons, R. (2003). *Odd girl out : the hidden culture of aggression in girls*. Orlando, Fla.: Harcourt. (Owlspace)

Week Eleven: Gendered Marriage and Family

3/19 Tuesday Readings:

- Erickson, R. J. (2005). Why emotion work matters: Sex, gender, and the division of household labor. *Journal of marriage and family*, *67*(2), 337–351. (Owlspace)

3/21 Thursday Readings:

- Chapter 6: The Gendered Family (GS)
- "I Love Lucy" (Owlspace)

Week Twelve: Degendering the Family

3/26 Tuesday Readings:

- Biblarz, T. J., & Savci, E. (2010). Lesbian, gay, bisexual, and transgender families. *Journal of Marriage and Family*, *72*(3), 480–497. (Owlspace)

- Lorber, J. (2005). "Chapter Two: No More Mothers and Fathers" in *Breaking the bowls : degendering and feminist change*. New York: W.W. Norton. (on Owlspace)

3/28 Thursday: Midterm Recess

Week Thirteen: Gendered Economy: Gendered (at) Work

4/2 Tuesday Readings:

- Chapter Nine: Separate and Unequal (GS)
- Male Scientist Writes of Life as Female Scientist. (n.d.). Retrieved December 7, 2012, from http://www.washingtonpost.com/wp-dyn/content/article/2006/07/12/AR2006071201883.html (on Owlspace)

4/4 Thursday Readings:

- Budig, M. J., & England, P. (2001). The wage penalty for motherhood. *American sociological review*, 204–225. (owlspace)
- Lorber, J. (2005). "Chapter Three: Workers Have Families" in *Breaking the bowls : degendering and feminist change*. New York: W.W. Norton. (on Owlspace)

Week Fourteen: Gendered Violence

4/9 Tuesday:

- *Research Paper #3: My Gendered Career*

4/11 Thursday *Readings***:**

- Chapter Thirteen: The Gender of Violence (GS)
- Film: *Tough guise violence, media, and the crisis in masculinity*. (2002). Northampton, MA: Media Education Foundation. (Owlspace)

Week Fifteen: A DeGendered Society?

4/16 Tuesday Readings:

- Epilogue: "A Degendered Society? (GS)

4/18 Thursday Readings:

- *TBA*